

**Board of Firefighting Personnel Standards and Education
Indiana Department of Homeland Security
State Fire Marshal Firefighter Training System
INSTRUCTOR I Skills Examination**

EVALUATOR INSTRUCTOR I PRACTICAL SKILLS

Reference material needed for this course:

**NFPA 1041: Standard for Fire Service Instructor Professional Qualifications
IFSTA Fire Emergency Services Instructor 8th Ed, Chapters 1-21**

Validation Committee:

Jim Campbell; Edward Hagedorn; Chris Rainbolt; Eric Funkhouser; Mark Moorman; Randy Gulley; John Grolich; Rick Hines

OBJECTIVE: The Job Performance Requirement (JPR's) Skills evaluation system is divided into Skill Stations based upon the subject headings within the certification standard. Each of the skill stations are further divided into skills Tests which are drawn from each component of the standard. This is an "Evaluation" and not a "Training Session". The candidate must satisfactorily pass each skill.

INSTRUCTORS AND EVALUATORS: Each Skill Test presented within this Skill Packet is based upon JPR's identified by The National fire Protection Agency (NFPA) 1041 standard and approved by the Indiana Board of Firefighting personnel Standards and Education.

1. An Instructor II/III serving as the Lead Instructor or Lead Evaluator are required to ensure the Evaluation and Testing are conducted according to the standard.
2. The Lead Instructor shall assign the candidate's topic for the skill test.
3. As part of the candidate's presentation the evaluator shall assign another candidate to cause some type of distraction that the candidate shall solve. The Evaluator shall control the type and amount of disruption. Examples; talking, phone going off, pen clicking or tapping, texting, interrupting.
4. Evaluator shall review with the candidate their recorded presentation at the conclusion of the candidate's practical skills test.

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CANDIDATES: Candidates will receive results of the skills station immediately following the completion of each section in the practical skills test. Candidates have the option to retake any Skill Test at the end of the Evaluation Session or during a make-up session scheduled by the Instructor.

Instructions for Fire Service Instructor I Practical Skill Exam

Requirements:

The Fire Service Instructor I candidate shall present a course of instruction using a prepared lesson plan of a Fire & Emergency Services related topic taught by the candidate to a class of firefighters or emergency personnel. Specific instructions are listed below.

Specific Instructions:

The presentation shall meet the following requirements:

1. The candidate's presentation shall be a subject from the Firefighter I-II curriculum and adapted to be completed within the allotted time.
2. The Lead Instructor shall assign the candidate's topic for the practical skill exam.
3. The candidate's presentation shall be not less than 15 minutes and not more than 20 minutes. The presentation shall include preparation, presentation, application, and evaluation steps of the Four Step Method of instruction.
4. The candidates shall use visual presentation aids. These may be in the form of a computer projected PowerPoint presentation or any other appropriate media. Use of actual props as a visual aid is appropriate.
5. If a white board, chalk board or easel pad is used, the writing shall be large enough and legible to ensure all students are able to view.
6. The candidate's introduction of themselves is not to exceed one (1) minute.
7. No "ice breakers" or student introduction shall be allowed in the course of presentation.

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8. The candidate shall identify the objective (s) to be accomplished during the course of the presentation.
9. The "student" audience shall at a minimum consist of at least three (3) firefighters. (These "students" may be actual recruit firefighters or they may be peers or superiors serving as "students")
10. The lesson plan used in the presentation shall be from a prepared lesson adapted for this presentation that includes a demonstration of one practical skill by one student.
 - a. The candidate shall use a practical skill form for evaluating
 - b. Evaluation of skill shall be completed after the presentation
11. The candidate shall administer an oral and written exam to the class covering the material presented.
 - a. This shall be done after the presentation and shall not be done during the allotted 15-20 minutes.
 - b. Oral exam shall be no less than two (2) questions that shall be answered by at least two of the students
 - c. Written exam shall be no less than three questions that shall be answered by all of the students and collected by the candidate.
12. The following supporting documents must be submitted to the evaluator for grading:
 - a. A lesson plan of the class presentation
 - b. An electronic or paper black and white copy of any of the visual aids used during the candidate's presentation.
 - c. A copy of practical skill evaluation sheets used during the candidate's presentation.
 - d. A copy of the written exams and answer key administered by the candidate.
 - e. A completed copy of "sample training record" that is used during the practical skills exam.
 - f. A copy of an attendance roster for a training session.
13. During the evaluation step of the lesson, the candidate shall evaluate and provide results to the student and evaluator, and provide a completed training record for a performance skills evaluation.
14. Student's presentation shall be video recorded.
 - a. Evaluator shall review the presentation and offer feedback after completion of their practical exam.

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- b. Evaluator shall point out strengths and weaknesses, and offer suggestions for improvements.

Minimum equipment required for practical skills exam that shall be made available before commencing the evaluation.

1. Computer
2. Television or monitor for playback used by the evaluator during evaluation after the presentation
3. Projector and screen for visual aids
4. Any other visual aids that may be used by presenter (white board, chalk board, or easel pads)
5. Static display props
6. Video camera for recording presentation
7. Media storage supplies
8. Training props and equipment needed for skills evaluations
9. Separate room for playback/evaluation

Practical skills exam outline.

1. Candidate presents evaluator with required documents for review
2. Candidate's presentation
3. Administering an oral exam
4. Administering a written exam
5. Skills demonstration during presentation
6. Presenter evaluates skills and reports back to student
7. Evaluator review with presenter
8. Presenter completes "sample training record" for skills evaluated and provides to evaluator.
9. Candidate is advised pass or fail and any comments from the evaluators.

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Skill Sheet # 1, Preparation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Equipment & Materials

- Audio visual equipment
- Lesson plan

Task Steps	
1.	Select audiovisual aids and equipment appropriate to the lesson
2.	Utilize correct policy and procedure to obtain teaching materials
3.	Chose presentation method appropriate to the objectives
4.	Assembled, prepared materials so they were ready to deliver the lesson
5.	Utilize an adapted, prepared and organized lesson plan
6.	Lesson plan objectives were met in the materials submitted for evaluation
7.	Was ready at the time of their presentation

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

Remember, you are an evaluator, not a trainer

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Skill Sheet #2, Preparation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Task Steps	
1.	Did the candidate present to the instructor a lesson plan that included: <ul style="list-style-type: none">a. Instructor guide for a presentation that is no less than 15 minutes and no more than 20 minutes in length (this is a critical pass/fail criteria)b. Audiovisual aids and equipmentc. Practical skill sheets for the topicd. Any props that support the topice. Any other resource needed for the lesson
2.	Described to the evaluator the best learning environment arrangement for successful learning for your practical (lighting, distractions, climate control or weather, noise control, and seating)
3..	Prepared audiovisual equipment and/or teaching aides for use and tested prior to class
4.	Ensured that recognized safety hazards are addressed. (This could be assigned at the beginning of the class for each student to do this at the beginning of each session)
5.	Presented the prepared lesson plan assigned by the Instructor

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet # 3, Activity

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Task Steps	
1.	Utilized presentation methods specified by the plan
2.	Clearly presented intended objectives
3.	Demonstrated effective oral communication techniques. <ul style="list-style-type: none">a. Audience-centeredb. Good development of ideasc. Good organization of ideasd. Best choice of wordse. Good delivery skillsf. Vocal characteristicsg. Vocal interferenceh. Appropriate use of humor
4.	Maintained personal composure and professional demeanor. (stayed focused on topic, did not act inappropriate, use profanity or offensive language during the presentation)
5.	Utilized audiovisual equipment
6.	Smoothly transitioned between media and other parts of lesson presentation
7.	Operated audiovisual equipment so that It functions properly
8.	Completed instruction in the time frame provided (no less than 15 minutes and no more than 20 minutes) -this is a critical pass/fail criteria
9.	Presented and demonstrated skills that will be evaluated during the performance skills evaluation

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Skill Sheet #4, Evaluation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Task Steps	
1.	Administered an oral test. (At the end of their presentation, the candidate shall ask two (2) questions to the class. The questions shall be answered by students)
2.	Administered a written test (at least three (3) questions)(students shall complete the written exam and the candidate shall collect the completed exams)
3.	<p>Administered a performance skills evaluation. (Evaluate another student performing the skill presented in the lesson plan using an evaluation form for the skill.</p> <ol style="list-style-type: none">1. Followed applicable testing/evaluation procedures2. Exercised fairness, confidentiality, and security in the testing3. Graded student skills evaluations based on the lesson plan4. Maintained accuracy and consistency in evaluating/grading5. Followed applicable evaluation/grading procedures6. Properly interpreted and communicated test results according to procedures7. Completed evaluation result form(s) correctly8. Followed applicable test result reporting procedures9. Forwarded evaluation form(s) to evaluator10. Provided student feedback based upon testing/evaluation results11. Provide feedback and coaching that is specific to each student during the observation of the practical skill demonstration12. Described how to maintain security of evaluation results and privacy of individual feedback.
4.	Completed training report with date, location, instructor, topic and student name
5.	Established documentation of attendance.

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Skill Sheet #5, Evaluation

The candidate shall demonstrate the knowledge and ability to request a course by using the link given, and creating a course/test request in the IGMS system. Step by step directions are available at:

http://www.in.gov/dhs/files/Fire_Application_Process.pdf

After reading this, go to <http://www.in.gov/dhs/3803.htm> follow directions, and complete the course request. Once you have submitted your request, you will receive an e-mail acknowledging your submission. You will turn in a copy of your correctly completed course application along with a copy of your course confirmation e-mail to your evaluator.

The course/test date that will be used will be 01/01/30

Course registration will be FIREFIGHTER MANDATORY; list yourself as proctor and lead instructor, list the lead evaluator of your instructor class as the lead evaluator, list at least 5 students on the roster with PSID# (make them up).

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Skill Sheet #6, Evaluation

The candidate shall demonstrate the knowledge and ability to serve as the Lead Instructor and Lead Evaluator meeting the requirements of authority having jurisdiction.

Task Steps	
1.	Identify the purpose and scope of authority of the Board of Firefighting Personnel Standards & Education
2.	Correctly identify the sections of 655 IAC that give Instructors and Evaluators their authorization <ol style="list-style-type: none">1. Identify the prerequisites for students2. Identify the authorization that an Instructor I has in regards to serving as the Lead Instructor3. Identify the authorization that an Instructor I has in regards to serving as the Lead Evaluator
3.	Use the Lead Instructor Planning Template <ol style="list-style-type: none">1. Correctly locate the Lead Instructor Planning Template for Mandatory2. Correctly identify the information that is required for the template

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Sample Training Record

Standard: NFPA 1041, 2012 Edition, 4.2.2

Note: The candidate must complete this training record, or a similar document, after the practical session and evaluation is complete. A training record must be attached to the Skill Sheet Final Exam packet.

Course/Subject Title: _____

Instructor Name: _____ Number of Students _____

Training Location: _____ Training Date: _____

Equipment/Training Aids Used: _____

Describe the Training Given: _____

Evaluator Signature (Candidate)

Date